



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

## **School of Linguistic, Speech and Communication Sciences**

### **M.Phil. course in English Language Teaching 2016-17/18**

### **Course handbook**

This handbook is also available electronically from the SLSCS  
website: <http://www.tcd.ie/slscs/postgraduate/taught-courses/>

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### ***Introduction***

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As the importance of English as a global language has continued to grow, English teachers have increasingly sought to deepen their understanding of the nature of language teaching and learning in light of the diverse challenges they face. The M.Phil. programme in English Language Teaching is aimed at meeting the needs of teachers who wish to enhance their career options, and at aspiring English teachers who can benefit from elective modules in English Language Teaching Practice.

The programme will give practising and aspiring teachers the opportunity to explore current issues in ELT, and to deepen their understanding of the theoretical and practical concerns that underlie their teaching. The programme benefits in particular from the CLCS's involvement in the development and implementation of two Council of Europe tools that are important in the current debate about language learning, teaching and assessment world-wide: the Common European Framework of Reference for Languages and the European Language Portfolio.

### ***A note on this handbook***

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This handbook applies to all students doing the M.Phil. in English Language Teaching. It provides a guide to what is expected of you on

this course, and the academic and personal support available to you. Please retain it for future reference.

The information provided in this handbook is accurate at the time of preparation. Any necessary revisions are notified to students via e-mail or by notices on the notice board outside the Centre for Language and Communication Studies (CLCS) office. Please note that in the event of any conflict or inconsistency between the general regulations published in the Calendar of the University of Dublin and the information contained in the course handbook, the provisions contained in the Calendar will prevail.

### ***Learning outcomes***

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On successful completion of the course, graduates should be able to:

- ELT1: engage in the description and analysis of the English language
- ELT2: analyse aspects of English in relation to other languages
- ELT3: debate central concepts in the applied linguistics of English language teaching
- ELT3: discuss more advanced topics in the study of the English language and demonstrate the application of this knowledge to the solution of linguistic problems
- ELT4: integrate theory and practice in the teaching of English such as English language teaching and learning, language policy, language and technology, and the globalisation of English
- ELT5: undertake research relevant to the applied linguistics of English language teaching, having due regard to the ethical, empirical, and theoretical aspects of this research
- ELT6: communicate the results of their research on topics in the linguistics of English language teaching through written papers, oral presentations, and other means where appropriate

### ***Staff contributing to the course***

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**Jeffrey Kallen - Associate Professor in Linguistics and Phonetics**

Teaches the modules *LI 7878 Describing English Grammar*, *LI 7861 Language Variation and Change* and *LI 7865 History and Globalisation of English*. Research interests: sociolinguistics; the English language in Ireland; linguistic theory and language variation; the linguistic landscape; bilingualism; discourse analysis; language acquisition.

**Breffni O'Rourke - Assistant Professor in Applied Linguistics**

Teaches the modules *LI 7877 Pedagogical Grammar of English* and *LI 7860 Technology, Language, and Communication*. Research interests: second language acquisition and pedagogy; computers in language learning; language and discourse in computer-mediated communication.

**Lorna Carson - Assistant Professor in Applied Linguistics**

Teaches the modules *LI 7858 Second Language Curriculum Planning and Implementation*, *LI 7859 Language Testing*, and *LI 7883 Multilingualism*. Research interests: autonomy in language learning; second language syllabus and course design; sociolinguistics; language and immigration; multilingualism.

**Sarah O'Brien - Assistant Professor in Applied Linguistics**

Teaches the modules *LI 7884 English Language Teaching Practice 1*, *LI 7885 English Language Teaching Practice 2*, and the tutorial series *LI 7879 Research Methodology*. Research Interests: Dual Language Education; Academic English Language Teaching & Assessment; linguistic and cultural acquisition amongst immigrant communities, particularly Hispanic and Irish; family and community engagement in the English Language Classroom.

**John Saeed - Professor of Linguistics**

Teaches the modules *LI7843 Linguistic Typology*, and *LI 7862 Linguistic Pragmatics*. Research interests: relations between grammatical knowledge and pragmatics, information structure, particularly constituent order, focus and topic, Cushitic languages, Irish Sign Language.

**Gessica De Angelis - Assistant Professor in Applied Linguistics**

Teaches the module *LI 7883 Multilingualism* and the tutorial series *LI 7879 Research Methodology*. Research interests: Second and Third Language Acquisition; non-native language influence; bilingualism; multilingualism; language production, Italian and Spanish; quantitative research methods.

**Elaine Uí Dhonnchadha - Assistant Professor in Computational Linguistics**

Teaches the module *LI 7864 Corpus Linguistics*. Research interests: Natural language processing applications (e.g. part-of-speech tagging, parsing, chunking etc.), corpus linguistics, and Irish linguistics.

## **Neasa Ní Chiaráin - Assistant Professor in Irish Speech and Language Technology**

Teaches the modules LI7894 An Ghaeilge mar Mheán Teagaisc [Irish as a means of Instruction] and LI7895 Computer-Assisted Language Learning: Design, Implementation and Evaluation. Research interests: Computer-Assisted Language Learning (CALL), second language acquisition, text-to-speech synthesis, dialogue systems, speech recognition, multimodal interactive language learning platforms, game-based learning, literacy acquisition, Irish, minority languages

### ***Course administration***

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#### **ADMISSION**

Applicants are normally required to possess a good primary degree or equivalent qualification. Preference may be given to applicants with experience of teaching English. Those with limited teaching experience may be advised to choose as their electives the modules in English Language Teaching Practice. Previous knowledge of applied linguistics is not a requirement. All applicants are expected to show proficiency in at least one language other than their first language. Application for admission should be made through the University's online admissions portal. Links to the portal, as well as further information on general admission requirements, language requirements, application procedures, fees, and other matters, can be found on the web site of the Trinity College Graduate Studies Office site [http://www.tcd.ie/Graduate\\_Studies/](http://www.tcd.ie/Graduate_Studies/).

#### **DURATION**

The course is taken full-time in one calendar year (September to August) or part-time in two calendar years. Only the part-time option is available to students who remain in employment while taking the course.

#### **M.PHIL. COORDINATOR AND SUPPORT SERVICES**

The coordinator of the M.Phil. in English Language Teaching is Dr. Gessica De Angelis. General questions and problems to do with the course should in the first instance be addressed to her. Students are urged to familiarise themselves with the various student support services that are available to them in College. Details are provided on College websites, notably:

- [http://www.tcd.ie/College\\_Health/](http://www.tcd.ie/College_Health/)
- <http://www.tcd.ie/disability/>, and

- [www.tcd.ie/Senior\\_Tutor/postgraduateadvisory/](http://www.tcd.ie/Senior_Tutor/postgraduateadvisory/)

### **ATTENDANCE / KEEPING IN TOUCH**

Students are required to attend all components of the course and to comply with all course requirements. A student who is unable to attend because of illness or for any other reason should immediately inform the course coordinator and the relevant lecturer. Students who are persistently absent from their course without explanation may be excluded from the assessment process.

It is the responsibility of students to remain in touch with their supervisor and attend for supervision at mutually agreed times. They should immediately notify their supervisor and the course coordinator if they change their address.

### **M.PHIL. COURSE COMMITTEE**

The course is managed by a coordinator and a CLCS M.Phil. course committee, which manages all M.Phil. degrees in CLCS. The committee meets at least once in each teaching term to review the running of the four courses. The committee comprises the following members:

Gessica De Angelis (Course Coordinator) [*as Chair*]

Elaine Uí Dhonnchadha (Head of Discipline - CLCS)

Lorraine Leeson (Director of Research)

Lorna Carson (Postgraduate Director of Teaching and Learning)

Breffni O'Rourke

Four student representatives, one from each of the four M.Phil. courses, elected early in Michaelmas term.

## ***Programme of study***

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### **DATES OF TERMS FOR 2016-17**

The induction course for all incoming M.Phil. students in CLCS runs during the week beginning 19 September 2016, from 4 p.m. to 6 p.m. Monday to Thursday. Students are expected to attend all sessions.

Michaelmas teaching term 2016 will begin on Monday 26 September. Hilary term 2017 begins on Monday 16 January. Teaching lasts for 12 weeks in each term. Week 12 may be used as a reading week, but students are expected to be available for lectures.

The Research Methodology tutorial series is taught on Wednesday afternoons in Michaelmas term. All full-time students attend the tutorials; part-time students take them in their first year.

## COURSE CONTENT

The degree consists of four obligatory core modules and two electives selected from a list of options, as shown below:

### Core Modules:

- LI 7858 Second Language Curriculum Planning and Implementation
- LI 7878 Describing English Grammar
- LI 7859 Language Testing
- LI 7877 Pedagogical Grammar of English

### Options:

- LI 7884 English Language Teaching Practice 1
- LI 7885 English Language Teaching Practice 2
- LI 7865 History and Globalisation of English
- LI 7883 Multilingualism
- LI 7861 Language Variation and Change
- LI 7843 Linguistic Typology
- LI 7862 Linguistic Pragmatics
- LI 7864 Corpus Linguistics
- LI 7860 Technology, Language, and Communication
- LI7895 Computer-Assisted Language Learning

## TIMETABLE

Each term, **full-time students** take two core modules, one on Monday afternoons and one on Thursday afternoons as timetabled below. They take one elective, which will be on Monday morning or Thursday morning depending on the elective chosen.

**Part-time students** take one core module each term. In their first year they may choose to take either the Monday core modules (both terms) or the Thursday core modules (both terms). In their second year, they take the remaining two core modules. They take one elective each year, which may be on Monday or Thursday morning in either Michaelmas term or Hilary term.

For exact dates see p. 6.

### Michaelmas term (September-December)

	Monday	Wednesday	Thursday
<b>Morning</b>	[Elective modules]		[Elective modules]
<b>Afternoon</b>	<i>Second Language Curriculum</i>	<i>Research Methodology</i>	<i>Describing English</i>

*Planning and  
Implementation*

*Grammar*

**Hilary term (January-April)**

	<b>Monday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>Morning</b>	[Elective modules]		[Elective modules]
<b>Afternoon</b>	<i>Language Testing</i>		<i>Pedagogical Grammar of English</i>

See p. 10 for a list of the options available in each term.

***Areas in which dissertations may be written***

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**SECOND/THIRD LANGUAGE ACQUISITION**

**(Gessica De Angelis)**

This area covers all aspects of learning and using (i) a language other than the mother tongue and (ii) two mother tongues. Typically, dissertations involve a survey of a particular dimension of the research literature together with some observational or experimental work, the latter frequently focusing on easily available subjects such as the student's own children or pupils.

**SECOND LANGUAGE PEDAGOGY**

**(Breffni O'Rourke, Lorna Carson, Sarah O'Brien)**

Within this area, which in principle has to do with all aspects of the organization of language learning in formal educational contexts, staff are particularly interested in: the development of learner autonomy; the exploitation of media and communication technologies in language learning and teaching; analysis of teacher and pupil performance in the second/foreign language classroom (surveys, testing, interviews, learner consultation, classroom observation, etc.); analysis of factors which impact on second language learning in formal educational contexts (attitude/motivation studies of teachers, pupils, parents, etc. and the interactive effect of various home and school factors on pupil performance in the second/foreign language); educational language planning; and the teaching and learning of Irish.



## **SOCIAL AND COMPARATIVE LINGUISTICS OF ENGLISH**

**(Jeffrey Kallen)**

The sociolinguistics of English usually includes special emphasis on the sociology of English as a global language (including the visible use of English and other languages in the linguistic landscape), socially significant variation within English (as related to, for example, traditional dialects and new dialect formation; socio-economic class; age; gender; ethnicity; and social network), and the development of national varieties of English, often in contact with other languages. The English language in Ireland may be a case of special interest. Comparative approaches to English grammar may focus on structural contrasts between different varieties of English or between English and other languages.

Students may seek permission to write their dissertation in some other area provided that the board of examiners deems it relevant and appropriate.

### ***European Credit Transfer System (ECTS)***

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The ECTS is an academic credit transfer and accumulation system representing the student workload required to achieve the specified objectives of a study programme. The ECTS weighting for a course module is a measure of student input or workload for that module, based on factors such as the number of contact hours, the number and length of written or oral presentations, class preparation and private study time, laboratory classes, and so on. In Trinity College, one ECTS unit is defined as 20-25 hours of student input. Thus, for example, a 10-credit module is designed to require a total of 200-250 hours of student input, including class time, reading, and work on assessments.

Each module in the M.Phil. course is weighted at 10 credits; the research dissertation and the preparation that goes with it (including the Research Methodology tutorial series) is weighted at 30 credits. In keeping with College and international norms, the total ECTS weighting for the M.Phil. course is thus 90 credits.

ECTS credits are awarded to a student only upon successful completion of the course year. Students who fail a year of their course will not obtain credit for that year, even if they have passed certain course components.

## ***Module descriptions***

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An outline description of each course module is given on pp. 10-34. Students should familiarise themselves with this material as they will be required to indicate their choice of options at a specified time **before** the start of the academic year. Books marked as "***(textbook)***" are essential to the module in question and all students will need their own copy. Students are responsible for placing their own book orders with a bookseller of their choice.

### **MODULES BY TERM**

#### **Michaelmas term**

Core (PM): Monday: Second Language Curriculum Planning and Implementation

Thursday: Describing English Grammar

Options (AM): Monday: English Language Teaching Practice 1; History and Globalisation of English; Multilingualism

Thursday: Technology, Language, and Communication; Language Variation and Change

#### **Hilary term**

Core (PM): Monday: Language Testing

Thursday: Pedagogical Grammar of English

Options (AM): Monday: English Language Teaching Practice 2; Linguistic Pragmatics; Computer-Assisted Language Learning;

Thursday: Corpus Linguistics; Linguistic Typology;

### **MICHAELMAS TERM**

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#### **LI 7858 Second Language Curriculum Planning and Implementation (Lorna Carson)**

##### ***Aims:***

This module has three aims: (i) to explore in theory and practice the key pedagogical concepts of learner-centredness and learner autonomy; (ii) to give students a thorough knowledge of learner-centred principles of second language curriculum design and their pedagogical implementation; and (iii) to familiarize students with the Common European Framework of Reference for Languages (CEFR) and the European Language Portfolio (ELP). The module is designed to challenge students to reflect critically on their own

experience as language learners and their practice as language teachers.

***Syllabus:***

Specific themes addressed in the module include: the theoretical underpinnings of learner-centredness and learner autonomy; the theory and practice of needs analysis in language curriculum design and implementation; the CEFR's action-oriented approach to the description of language use and language learning; how to use the CEFR to design second language curricula; how to use the ELP to implement second language curricula; the target language as the principal medium of language teaching and learning; the concepts of "scaffolding" and the "zone of proximal development"; the use of writing in the target language to stimulate learner reflection.

***Learning outcomes:***

On successful completion of this module students will be able to:

- Explain the concepts of learner-centredness and learner autonomy
- Analyse the descriptive categories of the Common European Framework of Reference for Languages (CEFR)
- Apply the descriptive categories of the CEFR to the analysis of learners' needs
- Employ the descriptive categories of the CEFR to design and generate a scaled second language curriculum
- Employ the European Language Portfolio (ELP) to mediate and implement a scaled second language curriculum
- Apply techniques and theories learned in class in order to develop language learners' capacity to plan, monitor and evaluate their own learning
- Develop and apply practical techniques for developing language learner autonomy

***Working methods:***

The successive topics of the module are presented in lectures and explored in small-group discussion and workshops. Students maintain an online portfolio in which they relate the issues raised in the module to a target language and learner group they are investigating.

**Assessment:**

Students write an assignment of 3-4,000 words that addresses the theoretical implications and practical challenges of a key dimension of second language curriculum design/implementation.

**Suggested readings**

Council of Europe 2001. *A Common European Framework of Reference for Languages*. Cambridge: Cambridge University Press. Free electronic version available to download from the Council of Europe website). (**Textbook**)

Macalister, J. & Nation, I. S. P. (eds.) 2011. *Case Studies in Language Curriculum Design: Concepts and Approaches in Action Around the World*. New York: Routledge

Johnson, R. K. (ed.) 1989. *The Second Language Curriculum*. Cambridge: Cambridge University Press.

Nation, I. S. P. & Macalister, J. 2009. *Language Curriculum Design*. London: Routledge.

Little, D. 1991. *Learner Autonomy 1: Definitions, Issues and Problems*. Dublin: Authentik.

Dam, L. 1995. *Learner Autonomy 3: From Theory to Classroom Practice*. Dublin: Authentik.

Little, D. 2006. The Common European Framework of Reference for Languages: contents, purpose, origin, reception and impact. *Language Teaching* 39.3, pp. 167-90.

Benson, P. 2001. *Teaching and Researching Autonomy in Language Learning*. Harlow: Pearson Education/Longman.

Long, M. H. (ed.) 2005. *Second Language Needs Analysis*. Cambridge: Cambridge University Press.

Barnes, D. 1976. *From Communication to Curriculum*. Harmondsworth: Penguin.

**LI 7878 Describing English Grammar (Jeffrey Kallen)****Aims:**

This module has four principal aims: (i) to examine the major syntactic and morphological features of English, using insights from more general linguistic theory and from corpus-based approaches to language, (ii) to understand the principles that account for grammatical variation across the different national varieties, styles, and registers that characterize English, (iii) to develop a critical perspective on the question of what constitutes English grammar, and (iv) to understand the basis of comparing English grammar with the grammars of other languages.

### ***Syllabus:***

Students are encouraged to make use of data from their own experience as teachers or learners of English. Specific themes addressed in the module include:

- Grammar: description and prescription
- Words: characteristics and classification
- Clauses: simple, embedded, finite and non-finite
- Tense, voice, and aspect
- Adjectives, adverbs, adverbials: pre- and post-modification
- Contrasting English syntax with other languages
- Text type and register: corpus versus competence
- Discourse markers in speech and writing
- Variation and standardization in world and national Englishes
- English contrastive linguistics

### ***Learning outcomes:***

On successful completion of this module, a student should be able to:

- Analyse the syntax of English sentences using insights from linguistic theory
- Compare and contrast major grammatical variations in English as a world language
- Assess the role of register and text type in conditioning grammatical choices
- Evaluate critically the position of grammatical standardization in English
- Be familiar with the use of electronic corpora in studying English grammar
- View the grammar of English in a comparative perspective

### ***Assessment:***

Students will be assessed on the basis of one syntax exercise (20%) and one 3,000 word essay (80%).

### ***Suggested readings:***

Thomas, Linda. 1993. *Beginning Syntax*. Oxford: Blackwell.

Biber, Douglas et al. 1999. *Longman Grammar of Spoken and Written English*. London: Longman.

Kortmann, Bernd et al. (eds.). 2004. *A Handbook of Varieties of English. Vol. 2: Morphology and Syntax*. Berlin: Mouton de Gruyter.

Carter, Ronald and Michael McCarthy. 2006. *Cambridge Grammar of English*. Cambridge: Cambridge University Press.  
Comrie, Bernard. 1989. *Language Universals and Linguistic Typology*. 2nd edn. Oxford: Basil Blackwell.

## **LI 7884 English Language Teaching Practice 1 (Sarah O'Brien)**

### ***Aims:***

This module has four aims: (i) to explore the practical implications of language learning theory in classroom practices today; (ii) to deepen students' understanding of the pedagogical implementation of second language curricula in existing classrooms; (iii) to provide students with opportunity to observe and reflect on real teaching practices, lesson plans, teaching materials, and assessment methods; and (iv) to provide students with a supported opportunity to teach in a real language classroom. The module is designed to have students both observe real teaching practices, and reflect critically on these observations. The module aims to provide a solid foundation of knowledge and skills necessary to engage in future language teaching.

### ***Working methods:***

The topics of the module are presented using a range of teaching methods. Theory will be usually be delivered through lectures, and then explored in greater depth through small-group, and whole-class discussion. Students may also be engaged in some practical micro-teaching (small-scale teaching) demonstrations and evaluation.

### ***Syllabus:***

Specific themes addressed in the module include: teaching methods; curriculum implementation; using pre-existing teaching and learning materials in the classroom; creating lessons plans from syllabi; evaluation of TESOL materials, and student-centred teaching.

### ***Learning outcomes:***

On successful completion of this module students should be able to:

- Evaluate observed teaching practices for their strengths and weaknesses, based on teaching and learning theory
- Evaluate teaching and learning materials in order to select optimal materials to match student needs
- Evaluate the effectiveness of observed classroom-based tasks for student-centredness
- Create a lesson plan from an existing language syllabus
- Reflect on their own teaching practices

**Assessment:**

Students will submit a portfolio (2000 words, 50%) of reflections on classroom observations, which critically evaluates multiple facets of their classroom experience. They will also be evaluated on a practical assignment (50%) where they will demonstrate the teaching of a small classroom task, accompanied by a self-evaluation and reflection paper (1500 words), which draws on teaching and learning theory in relation to their own teaching experience.

**Suggested readings:**

Cook, V. 2001. *Second Language Learning and Language Teaching*. 3rd edition London: Arnold.

Harmer, J. 2001. *The Practice of English Language Teaching*. 3rd edition. Harlow: Longman.

Hedge, T. 2000. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.

Senior, R.M. 2006. *The Experience of Language Teaching*. Cambridge: Cambridge University Press.

**LI 7865 History and Globalisation of English (Jeffrey Kallen)**

This module has four principal aims: (i) to give an overview of the linguistic history of English, covering the major developments in syntax, phonology, the lexicon, and aspects of the writing system, (ii) to show the relationship between variation within English and the historical development of the language, (iii) to survey the spread of English as a world language, and (iv) to examine world Englishes within the context of social, historical, and linguistic theory. Students are encouraged to provide relevant examples of variation in English from their experience of English as a world language.

**Syllabus:**

Specific themes addressed in the module include:

- Periods of English: what are 'Old', 'Middle', and 'Modern' English?
- Development and variation in English phonology and spelling
- The development of English morphology and syntax
- The lexicon, word-formation, and lexical expansion in English
- Regional variation in English dialects
- Standardising English
- The spread of English: Scotland and Ireland
- Area studies: English in North America
- Area studies: English-based creoles
- Area studies: English in Africa and Asia

- Issues and problems in global English

**Learning outcomes:**

On successful completion of the module, students should be able to:

- Outline major stages in the history of the English language
- Compare and contrast varieties of English as a world language
- Analyse models for the diffusion of English and the development of national varieties of English in the context of globalisation
- Develop an appreciation of variation within the English language as a whole
- Apply a critical perspective on the use of English as a mother tongue, language for special purposes, official language, lingua franca, or other code of communication

**Assessment:**

Students write an assignment of 3,000 to 4,000 words under one of the following headings: (a) a specific problem in the historical development of English, (b) the role of contact between English and another language or languages in a particular variety of English, (c) the development of a national variety of English in a nation-state of the so-called 'outer' or 'expanding' circle, or (d) regional or social variation within a so-called 'inner circle' variety of English.

**Suggested readings:**

- Baugh, Albert C. and Thomas Cable. 2013. *A History of the English Language*. 6th edn. London: Routledge.
- Brinton, Laurel J and Leslie Arnovick. 2011. *The English Language: A Linguistic History*. 2nd edition. Oxford: Oxford University Press.
- Kachru, Braj B., Yamuna Kachru, and Cecil L. Nelson (eds.). 2009. *The Handbook of World Englishes*. Oxford: Wiley-Blackwell.
- Milroy, James and Lesley Milroy. 1999. *Authority in Language*. 3rd edition. London: Routledge.
- Schneider, Edgar W. et al. (eds.). 2004. *A Handbook of Varieties of English*. 3 vols. Berlin: Mouton de Gruyter.
- Wells, John. 1982. *Accents of English*. 3 vols. Cambridge: Cambridge University Press.

**LI 7883 Multilingualism (Gessica De Angelis and Lorna Carson)**

**Aims:**

The goal of this module is to introduce students to ideas and concepts of multilingualism, and to examine situations where three



or more languages are present in an individual's language repertoire or speech community. This module takes as its point of departure multilingual individuals (children and adults) and their social context. It has three key themes: (1) to explore concepts and theories in multilingual individuals, communities and societies, (2) to introduce cognitive and acquisitional aspects of multilingualism; and (3) to assess critically successes and failures in policies to encourage multilingual language learning and use, particularly in education. The module is intended as an introduction to research for students who are considering research on multilingualism in individuals and societies. Whilst drawing on examples from across the world, the module nevertheless has a strong European flavour, with references to the work of the European Union and Council of Europe in language education policy, and case studies drawn from multilingualism in Europe.

### ***Syllabus:***

Specific aspects addressed in the module include:

- General issues and concepts in individual and societal multilingualism
- Multilingual language acquisition, the role of prior native and non-native language knowledge in the language acquisition process, multilingualism and cognitive development, crosslinguistic influence
- Multilingual education programmes, tools to encourage multilingual language use and learning, and evaluation/assessment
- Language policy and language education policy in multilingual contexts

### ***Learning outcomes:***

On successful completion of this module, students should be able to:

- Analyse general issues and concepts in research on individual and societal multilingualism
- Critically evaluate theory and research relevant to multilingual practices and policies.
- Assess research on acquisitional and cognitive aspects of multilingual language acquisition
- Examine the impact of official language policies on multilingualism

- Critically assess the role of different types of educational systems and policies in affording opportunities for multilingual language learning and use
- Conduct research on multilingualism in the individual and society

**Assessment:**

The module will involve a site visit to a local example of multilingualism in practice. After this visit, students will write and submit a reaction paper (1000-1500 words) which is weighted at 40% towards the mark for the module. At the end of the module each student will submit a research paper (2000-2500 words) weighted at 60% of the final mark.

**Suggested readings:**

Aronin, L., & Singleton, D. 2012. *Multilingualism*. Amsterdam: John Benjamins.

De Angelis, G. 2007. *Third or Additional Language Acquisition*. Clevedon: Multilingual Matters.

Weber, J.-J., & Horner, K. 2012. *Introducing Multilingualism: A Social Approach*. New York: Routledge.

**LI 7861 Language Variation and Change (Jeffrey Kallen)**

**Aims:**

This module has three main aims: (i) to examine the principles of language change, including both internally- and externally-motivated change, (ii) to understand language change in relation to linguistic variation, and (iii) to explore the insights arising from different methods in studying language variation. Assignments encourage students to gain first-hand experience in the observation of language variation.

**Syllabus:**

Specific themes addressed in the module include:

- Linguistic structure and language change
- Dialectology: models of linguistic history
- Real- and apparent-time indications of change
- Speaker variables: age, gender, social class, ethnicity
- Social networks and communities of practice
- Standardization as a social process
- Dialect convergence and divergence
- Language contact and language change

- Data sources in the study of language variation and change

**Learning outcomes:**

On successful completion of the module, students should be able to:

- Understand the relationships between linguistic theory and language variation
- Identify socially-significant variables within languages and to examine these in the light of hypotheses on historical change
- Critically discuss language standardization as a social process
- Critically discuss processes of language contact, creolisation, diffusion, and death

**Assessment:**

Students write an assignment of 3,000 to 4,000 words that presents and analyses a problem in (a) internal and external factors in historical change, (b) conflicts between standard and 'non-standard' realizations of a sociolinguistic variable, or (c) the outcome of dialect or language contact in a particular setting. Direct observation will be encouraged for any of these essay topics.

**Suggested readings:**

Chambers, J. K. and Peter Trudgill. 1998. *Dialectology*. 2nd ed. Cambridge: Cambridge University Press.

Chambers, J. K. et al. (eds.). 2002. *The Handbook of Language Variation and Change*. Oxford: Blackwell.

Labov, William. 1972. *Sociolinguistic Patterns*. Philadelphia: University of Pennsylvania Press.

Mallinson, Christine et al. (eds). 2013. *Data Collection in Sociolinguistics: Methods and Applications*. London: Routledge

Schilling, Natalie. 2013. *Sociolinguistic Fieldwork*. Cambridge:

**LI 7860 Technology, Language, and Communication (Breffni O'Rourke)**

**Aims:**

Participants in this module will explore how language and communication are mediated by various technologies, including that of writing. Students will be encouraged to reflect on the relationship between language, communication and technologies on one hand and individual language processing, interactional processes, and the nature of discourse on the other. Lectures, readings and discussions will range over historical, socio-cultural and individual-cognitive levels of analysis as appropriate.

**Working methods:**

The module will be taught through a combination of lectures and workshop activities.

**Syllabus:**

Specific themes addressed in the module include:

- The historical development of writing; the properties of writing systems
- The effects of literacy on our perception of language
- The historical and cultural significance of the printing press
- Audio and video technologies
- Computer-mediated communication
- Mobile-phone text messaging
- Digital literacies

**Learning outcomes:**

On successful completion of the module, a student should be able to

- Explain the key steps in the historical emergence of writing
- Explain, with examples, how each of the major writing systems represents language structure
- Discuss the social, cognitive and linguistic significance of writing itself and of the printing press
- Explain the linguistic differences between spoken and written language
- Discuss the nature of written language as used in several communication technologies
- Analyse the linguistic and discourse structure of linguistic interaction in a number of different communication technologies

**Assessment:**

Students write an assignment of 3-4,000 words exploring one or more aspects of language and communication as mediated by technologies.

**Suggested Readings:**

Sproat, R., 2010. *Language, Technology, and Society*. Oxford: Oxford University Press.

Tagg, C., 2015. *Exploring Digital Communication: Language in Action, 1*. Abingdon: Routledge.

Baron, D. E. 2009. *A better pencil: readers, writers, and the digital revolution*. Oxford: Oxford University Press.

- Seargeant, P., & Tagg, C. 2014. *The language of social media : identity and community on the Internet*. Basingstoke: Palgrave Macmillan.
- Hutchby, I. 2001. *Conversation and Technology: From the Telephone to the Internet*. Cambridge: Polity.
- Crystal, D. 2001. *Language and the Internet*. Cambridge: Cambridge University Press.
- Olson, D. R. 1994. *The World on Paper: The Conceptual and Cognitive Implications of Reading and Writing*. Cambridge: Cambridge University Press.
- Rogers, H. (2005). *Writing systems: A linguistic approach*. London: Blackwell.

## **LI 7879 Research methodology (Gessica De Angelis, Sarah O'Brien)**

### ***Aims:***

This tutorial series is an obligatory part of the preparation for the dissertation and has three principal aims: (i) to equip students with the knowledge and skills necessary to critically evaluate published research and to explore different ways of translating research questions in quantitative or qualitative studies; (ii) to introduce the basic concepts, experimental designs and statistical procedures needed to execute research; and (iii) to provide hands-on experience in using the statistical package SPSS to carry out data analysis in linguistics, ELT, applied linguistics and speech and language processing. Training in SPSS will include data entry, presentation of results and the use of the package to conduct statistical tests to check for relationships among groups. Among the statistical tests introduced are Chi-square, Pearson correlation and t-tests (paired and independent).

### ***Working methods:***

The topics in the part of the series on research methods and experimental design (Sarah O'Brien) are presented in lectures and explored and discussed in class. The statistics sessions (Gessica De Angelis) are composed of a lecture followed by a lab session in which there will be an opportunity for students to implement what they have learned about statistics and SPSS.

### ***Syllabus:***

Specific themes addressed in the tutorials include:

- Qualitative versus quantitative approaches to research
- Descriptive and exploratory research
- Design and analysis of surveys
- Research ethics
- Questionnaire design
- Advantages of a mixed-method approach to data collection interviews and focus groups
- Observation and field research
- Talk-aloud, retrospective and stimulated recall tasks
- Sampling issues in qualitative research/case studies
- Qualitative data analysis (coding and data reduction)
- Descriptive and inferential statistics
- Levels of measurement
- Measures of central tendency and dispersion
- Frequency distributions, the null hypothesis and error types
- Confidence intervals/statistical significance
- Parametric and non-parametric tests to check for a) relationships and b) differences between groups/variables

When students have completed this tutorial series, it is expected that they will:

- Have a thorough understanding of the different qualitative and quantitative approaches to research and to the design of experiments in linguistics and applied linguistics
- Be familiar with topics such as quasi-experimental research, the structure and content of a typical research article and programme evaluation
- Be familiar with the basis concepts of sampling and statistics and understand how to interpret the more common parametric and non-parametric tests
- Be able to enter, modify, analyse, present and interpret data output and results from SPSS
- Be able to use SPSS to present data summaries in visual form.
- Be able to communicate findings and present results from experimental studies
- Be able to interpret and critically evaluate published research findings.

***Suggested Readings:***

Cohen, L, Manion, L & Morrison, K. (2011) *Research methods in education*. Oxon, UK: Routledge.

Coolican, H. (2004) *Research methods and statistics in psychology*. London: Hodder and Stoughton.

Field, A. (2009). *Discovering Statistics using SPSS*. (3<sup>rd</sup> Ed.) London: Sage Publications.

Gass, S. & A. Mackey (eds.) (2012) *Research Methods in Second Language Acquisition*. Oxford: Wiley-Blackwell.

## HILARY TERM

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### LI 7859 Language Testing (Lorna Carson)

#### **Aims:**

This module has two aims: (i) to familiarize students with fundamental principles in language testing, and (ii) to apply those principles to the design of language tests, scoring/rating schemes, and validation procedures. Particular importance is attached to the development of students' practical ability to design valid and reliable tests.

#### **Syllabus:**

Specific themes addressed in the module include: types of language test and their purpose; the concept of the criterion in language testing; the testing cycle; the design of test items and test tasks – discrete point vs. integrative tests; the design of scoring and rating procedures; establishing the validity and reliability of language tests; relating tests to the CEFR's proficiency levels.

#### **Learning outcomes:**

On successful completion of this module students should be able to:

- describe in detail fundamental principles in language testing
- apply those principles to the successive stages of language test design, implementation and validation
- devise and design test items and test tasks
- create a scoring scheme for tests of receptive competence
- design and implement a rating scheme for tests of productive competence
- discuss the measures that are used to explore the stability of individual test items and the reliability of raters
- critically evaluate and appraise the literature in the field

#### **Working methods:**

The class is divided into groups of three or four students and each group is assigned a different language-testing project. Week by week, key topics in language testing are introduced with close reference to the module textbook and other readings. The topics are

then explored by the student groups as they gradually develop their projects. In the final week of the module the groups present their completed projects, explaining how they have taken account of the theoretical issues raised in the course of the module. Students are expected to relate their projects to the proficiency levels of the Common European Framework of Reference for Languages (CEFR).

**Assessment:**

Students prepare and deliver a group presentation as described above. The final presentation contributes towards 40% of students' final score in the module. The remaining 60% is based on an individual written assignment of 2,500 - 3000 words. The student designs a language test to measure the proficiency or learning achievement of a particular group of language learners. The test, which must not replicate any of the group projects developed during the module, may focus on one particular skill or on a combination of skills. It is presented in a discursive assignment that briefly describes the chosen group of learners and their learning goal, explains the choice of test, justifies the test design, describes the rating and scoring procedures, and outlines appropriate validation procedures.

**Suggested readings:**

McNamara, T. 2000. *Language Testing*. Oxford: Oxford University Press.

Council of Europe. 2001. *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press. (Free electronic version available to download from the Council of Europe website).

Shohamy, E. 2001. *The Power of Tests. A Critical Perspective on the Use of Language Tests*. Harlow: Pearson Education.

Alderson, J. C., C. Clapham, and D. Wall. 1995. *Language Test Construction and Evaluation*. Cambridge: Cambridge University Press.

Bachman, L. F. 1990. *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.

Bachman, L. F. and A. S. Palmer. 1996. *Language Testing in Practice*. Oxford: Oxford University Press.

**LI 7877 The Pedagogical Grammar of English (Breffni O'Rourke)**

**Aims:**

This module is concerned with the nature and development of L2 grammar, and with grammar as pedagogical content, with specific reference to English. The principal aims are to foster in students a



critical awareness of a range of factors affecting the acquisition of L2 grammar, and to provide them with a basis for critically assessing a range of approaches to the teaching of grammar.

***Working methods:***

The module will be taught through a combination of lecture, workshop activities based on English grammar points and ELT materials, and student-led discussion.

***Syllabus:***

Specific themes addressed in the module include:

- the nature of grammatical rules
- declarative and procedural knowledge
- the roles of conscious and unconscious grammatical knowledge in learning a second or foreign language
- the relationship between grammar and lexis
- the role of output and practice in grammar acquisition
- the role of feedback in grammar acquisition

***Learning outcomes:***

On successful completion of the module, students will be able to

- critically discuss a range of conceptions of “grammar” in relation to the enterprise of language learning and teaching
- critically discuss a range of factors affecting the acquisition of L2 grammar
- compare and evaluate a range of approaches to the teaching of grammar
- summarise and critically engage with the current research literature on the acquisition and pedagogy of L2 grammar
- evaluate the challenges posed by specific features of English grammar for the learner of English
- apply the theoretical insights gained to the teaching of English grammar
- evaluate pedagogical tasks and materials for English teaching

***Assessment:***

Students write an assignment of 3-4,000 words exploring one aspect of the theory of grammar pedagogy, underpinned by an understanding of language acquisition. The essay should draw on one or more topics in English grammar by way of illustration and propose a systematic approach to its teaching in a stated context.

***Suggested readings:***

- Fotos, S. and H. Nassaji (eds.). 2007. *Form-focused Instruction and Teacher Education*. Oxford: Oxford University Press.
- Hinkel, E. (Ed.) 2016. *Teaching English grammar to speakers of other languages*. London: Routledge.
- Hinkel, E. and S. Fotos (eds.). 2002. *New Perspectives on Grammar Teaching in Second Language Classrooms*.
- Larsen-Freeman, D. 2003. *Teaching Language: From Grammar to Gramming*. Boston: Thomson Heinle. (Textbook)
- Thornbury, S. 1999. *How to Teach Grammar*. London: Longman

**LI 7885 English Language Teaching Practice 2 (Sarah O'Brien)**  
**Minimum IELTS score 7.5 required and interview*****Aims:***

This module builds on the knowledge gained from the prerequisite module, English Language Teaching Practice 1. It has four aims: (i) to further explore the practical implications of language learning theory in classroom practices today; (ii) to provide students with increased autonomy in the pedagogical implementation of second language curricula into language classrooms; (iii) to further provide students with opportunity to observe and reflect on real teaching practices, lesson plans, teaching materials, and assessment methods; and (iv) to provide students with extensive opportunity to teach in a real language classroom. The module is designed to move students from observing real teaching practices to engaging in actual language teaching, and to reflect critically on these experiences. The module aims to develop the knowledge and skills necessary to engage in future language teaching, based on the foundation provided in English Language Teaching Practice 1.

***Working methods:***

The topics of the module are presented using a range of teacher-led and student-centred teaching methods. Theory will be delivered through short lectures and structured classroom discussions every second week. In alternating weeks, students will engage in real-world classroom practices, which will involve both observation and teaching. Scheduled class time in these alternating weeks will be used for group discussion and individual reflection of teaching experiences. Students will also be engaged in teaching demonstrations.

**Syllabus:**

Specific themes addressed in the module include: teaching methods; curriculum implementation; selecting and adapting teaching and learning materials in the classroom; creating lesson plans from learner outcomes; classroom management; and classroom-based assessment.

**Learning outcomes:**

On successful completion of this module students should be able to:

- Evaluate their own teaching experiences for their strengths and weaknesses, based on teaching and learning theory
- Evaluate teaching and learning materials in order to adapt materials to match student needs
- Evaluate the effectiveness of classroom-based assessment
- Create a lesson plan from learner outcomes
- Reflect on their own teaching practices

**Assessment:**

Students will submit a portfolio (2000 words, 50%) of reflections on their own teaching, which critically evaluates multiple facets of their classroom experience. They will also be evaluated on a practical assignment (50%) where they will demonstrate the teaching of a class, accompanied by a self-evaluation and reflection paper (1,500 words), which draws on teaching and learning theory in relation to their own teaching experience.

**Suggested readings:**

Baker, J. and Westrup, H. 2000. *The English Language Teachers Handbook: How to Teach Large Classes with Few Resources*. London: Continuum.

Cook, V. 2001. *Second Language Learning and Language Teaching*. 3rd edition London: Arnold.

Dudeny, G. and Hockly, N. 2007 *How to Teach English with Technology*. Harlow: Pearson Education Ltd.

Harmer, J. 2007. *How to Teach English*. Harlow: Pearson Education Ltd.

Nuttall, C. 1996. *Teaching Reading Skills in a Foreign Language*. 2nd edition Oxford: Macmillan Heinemann.

Scrivener, J. 2005 *Learning Teaching*. Oxford: Macmillan Education.

## LI 7862 Linguistic Pragmatics (John Saeed)

### ***Aims:***

The module's main aims are (i) to introduce students to inferential theories of pragmatics; (ii) to familiarize students with Relevance Theory in particular; and (iii) to give students experience of the practical description of conversational data.

### ***Working methods:***

The topics of the module are introduced in lectures and explored and developed in workshops and seminars. Practical description will focus on English but student speakers of other languages will be encouraged to apply their analyses to their first languages.

### ***Syllabus:***

Specific topics included in this module include:

- Grice and conversational maxims
- the principle of Relevance
- conceptual and procedural meaning
- the under-specification of meaning and processes of contextual enrichment
- lexical pragmatics
- coherence relations in discourse
- metaphor, irony and humour
- the functions of discourse connectives

### ***Learning outcomes:***

On successful completion of the module, students will be able to:

- demonstrate a theoretically informed awareness of the importance of inference and context to linguistic communication
- demonstrate an understanding of attempts to classify communication types
- explain Relevance Theory
- apply Relevance Theoretical analyses to conversational data

### ***Assessment:***

Students write an assignment of 3,000 to 4,000 words.

### ***Suggested readings:***

Huang, Yan. 2007. *Pragmatics*. Oxford: Oxford University Press.

***(Important text)***

Clark, Billy. 2013. *Relevance Theory*. Cambridge: Cambridge University Press. ***(Important text)***

- Birner, Betty. 2012. *Introduction to Pragmatics*. Chichester: Wiley-Blackwell.
- Blakemore, Diane. 1992. *Understanding Utterances: An Introduction to Pragmatics*. Oxford: Blackwell.
- Carston, Robyn. 2002. *Thoughts and Utterances: The Pragmatics of Explicit Communication*. Oxford: Blackwell.
- Grice, H. P. 1989. *Studies in the Way of Words*. Cambridge, MA: Harvard University Press.
- Levinson, Stephen C. 2000. *Presumptive Meanings: The Theory of Generalized Conversational Implicature*. Cambridge, MA: MIT Press.
- Levinson, Stephen C. 1983. *Pragmatics*. Cambridge: Cambridge University Press.
- Wilson, Deirdre, and Dan Sperber, 2012. *Meaning and Relevance*. Cambridge: Cambridge University Press.

### **LI 7843 Linguistic Typology (John Saeed)**

#### ***Aims:***

The module's main aims are (i) to introduce students to the study of the structural similarities and differences between the languages of the world; (ii) to familiarize students with the principles of research in linguistic typology, including how representative language samples are established; (iii) to give students experience of the practical analysis of cross-linguistic patterns that are found in phonology, morphology and syntax; and (iv) to familiarize students with the tasks of formulating and evaluating typological argumentation.

#### ***Syllabus:***

The module topics include the genetic classification of languages, phonological inventories, word order, word classes, case marking, classification systems, ergativity, complex predication, and spatial language and lexicalization. The module also covers methodology and sampling. An important element is weekly exercises in the typological description of languages unfamiliar to the students.

#### ***Learning outcomes:***

On successful completion of this module students should be able to:

- Describe in detail the basic theoretical framework for the systematic analysis of language diversity
- Apply the tools of typological analysis to genetically unrelated languages

- Explain how competing claims about cross-linguistic structural properties may be evaluated
- Analyse how typological analysis relates to historical linguistics, areal linguistics and language contact.

**Assessment:**

Students write an assignment of 4,000 words.

**Suggested readings:**

- Moravcsik, Edith A. 2013. *Introducing Language Typology*. Cambridge: Cambridge University Press. (**Textbook**)
- Comrie, B. 1989. *Language Universals and Linguistic Typology: Syntax and Morphology*. Chicago: University of Chicago Press.
- Croft, W. 2002. *Typology and Universals*. (2nd ed.) Cambridge: Cambridge University Press.
- Dryer, M. S. & M. Haspelmath. (eds.) 2013. *The World Atlas of Language Structures Online*. Leipzig: Max Planck Institute for Evolutionary Anthropology. At <http://wals.info>
- Payne, T.E. 2006. *Exploring Language Structure: A Student's Guide*. Cambridge: Cambridge University Press.
- Shopen, Timothy (ed.) 2007. *Language Typology and Syntactic Description*. Three volumes. Second edition. Cambridge: Cambridge University Press.
- Song, Jae Jung. 2001. *Linguistic Typology: Morphology and Syntax*. Harlow: Longman.
- Song, Jae Jung (ed.) 2011. *The Oxford Handbook of Linguistic Typology*. Oxford: Oxford University Press.

**LI 7864 Corpus Linguistics (Elaine Uí Dhonnchadha)**

**Aims:**

A corpus consists of a large body of language samples (written / spoken / signed / gestural) which are held electronically in text, audio and/or video form. Corpora can be used to provide evidence for linguistic research (in syntax, morphology, stylistics, pragmatics etc.); they can be used in historical and sociolinguistic studies; they can be used to generate authentic language teaching materials and language testing materials; and they are used in the generation and testing of speech and language processing tools.

This module will introduce students to the principles of corpus creation (i.e. design, collection, and annotation), and students will

gain experience of using various types of corpora, corpus query tools, and corpus annotation tools.

### **Syllabus:**

The module will cover:

- Corpus design, and collection and preparation of corpus materials
- Various levels of linguistic annotation, e.g. part-of-speech, phrase structure, phonetic, prosodic, gesture etc.
- Manual and automatic annotation, and evaluation/verification methods
- Use of corpora in Theoretical and Applied Linguistic Research, and in Language Teaching/Learning
- In the Lab, various types of corpora and corpus query tools such as WordSmith, SketchEngine, Transcriber, ELAN, Praat, Anvil, ICECup, TigerSearch, CHAT/Child etc.

### **Learning Outcomes:**

On successful completion of the module, students will be able to:

- Identify the benefits and limitations of using corpora in various linguistic domains.
- Analyse the requirements and formulate a corpus creation plan
- Examine the current annotation standards and tools and select/develop appropriate standards and annotation tools for the particular research task
- Use of various types of corpora and corpus query tools.

### **Assessment:**

Assessment for this module, amounting to approximately 3-4,000 words, will consist of a written assignment on an aspect of corpus development and/or use.

### **Suggested Readings:**

Relevant papers are handed out each week.

Developing Linguistic Corpora: a Guide to Good Practice.

<http://www.ahds.ac.uk/creating/guides/linguistic-corpora/index.htm>

Adolphs, A. 2006. *Introducing electronic text analysis: a practical guide for language and literary studies*. London : Routledge.

Hoffmann, Sebastian et al. 2008. *Corpus linguistics with BNCweb - a practical guide*. Oxford: Peter Lang.

- O'Keeffe, Anne and McCarthy, Michael (eds.) 2010. *The Routledge Handbook of Corpus Linguistics*. London: Routledge.
- McEnery, T., R. Xiao and Y. Tono 2006. *Corpus-based Language Studies*. London: Routledge.
- Hunston, Susan 2002. *Corpora in Applied Linguistics*. Cambridge University Press
- Abeillé, A. 2003. *Treebanks: Building and Using Parsed Corpora*. London: Kluwer.
- Sinclair, John M. 2004. *Trust the Text: Language, Corpus and Discourse*. London: Routledge.
- Meyer, Charles F. 2002. *English Corpus Linguistics*. Cambridge: Cambridge University Press.
- Biber, Douglas, Susan Conrad, and Randi Reppen. 1998. *Corpus Linguistics: Investigating Language Structure and Use*. Cambridge: Cambridge University Press.
- Renouf, A. and A. Kehoe. 2006. *The Changing Face of Corpus Linguistics*. Amsterdam: Rodopi

**LI 7895 Computer-Assisted Language Learning: Design, Implementation and Evaluation (Neasa Ní Chiaráin)**

**Aims:**

This module combines both theory and practice and sets out to equip students with practical experience and skills as well as a theoretical understanding of how to design, implement and evaluate Computer-Assisted Language Learning applications. The emphasis throughout is on encouraging interdisciplinary collaboration among the students and on project-based group learning. The principal focus is on CALL development for Irish language instruction but content development for other languages is also possible. Specific aims are to: (i) enable students from different (technical, pedagogical and linguistic) backgrounds to develop their skills as well as a broad understanding of CALL as an interdisciplinary field, (ii) to familiarise students with some pedagogical considerations and second language acquisition theory that should ideally guide the development of CALL, (iii) familiarise students with a range of speech and language technologies that can be deployed in CALL (iv) provide students with practical skills in the design/development of CALL content, (v) provide students with practical skills in the implementation of CALL content, (vi) provide students with practical skills in the evaluation of CALL content and (vii) give students, where possible, hands on experience of working as part of a multidisciplinary team in order to create their own prototype digital materials



### ***Syllabus:***

This module introduces students to current Computer-Assisted Language Learning (CALL) resources and presents an overview of current major trends in CALL research. In this context, ongoing CALL research on Irish in the School is presented. A brief overview of essential theoretical considerations is presented and discussion includes the fundamental place of second language acquisition and pedagogical theory in the design of CALL content. The specific language context and the sociocultural context of the language learner is another fundamental consideration that is here briefly reviewed along with the need to identify clear linguistic goals in CALL design.

The implementation of CALL design in terms of specific linguistic content or of a platform design, etc. is undertaken as group work and the emphasis throughout is on maximising the interdisciplinary collaboration of students with different backgrounds and skills. Attention is also directed at how CALL materials can be evaluated. The module will encourage students to develop interactive and innovative CALL platforms which may make a significant contribution to the use of new language teaching methodologies in which technology can play a very significant role. The impact of the module may be significant in disseminating interactive CALL materials into schools.

### ***Learning outcomes:***

On successful completion of this module students will be able to:

- (1) explore how language structure as well as language acquisition and pedagogical theory should ideally be used as a foundation for CALL design;
- 2) describe how concepts, models and resources from speech and language sciences can be exploited to design powerful learning environments for CALL;
- 3) engage in implementation of CALL resources/materials that exploit speech and language models and technologies;
- 4) discuss suitable evaluation frameworks for speech and language-based CALL applications;
- 5) undertake research in either design or implementation of digital materials for CALL;
- 6) communicate the results of this research through presentation and through a written account. This should, where appropriate, include supplementary materials/content developed

### ***Assessment:***

Module assessment will take the form either of (1) a prototype technical development, (2) the design of a technical development, (3) content development or (4) a review of theoretical issues surrounding CALL development. This will be examined through an oral presentation (25%) and through a written account, which includes, where appropriate, any supplementary materials/content developed, such as a web-based tool/educational program/language learning materials or platform (75%).

### ***Suggested readings***

Materials are developed and tailored specifically for the course. Relevant material will be provided in and through Blackboard: e-books, e-journal articles and online materials are typically used in combination with lectures.

The indicative reading list for this module includes:

- Beatty, K. (2003). *Teaching and researching computer-assisted language learning*. New York: Longman.
- Chapelle, C. (2001). *Computer applications in second language acquisition: Foundations for teaching, testing, and research*. Cambridge: Cambridge University Press.
- Handley, Z. (2009). Is text-to-speech synthesis ready for use in computer-assisted language learning? *Speech Communication*, 51, 906-919. doi:10.1016/j.specom.2008.12.004
- Little, D. (2007). Language learner autonomy: Some fundamental considerations revisited. *Innovation in Language Learning and Teaching*, 1, 14-29. doi:10.2167/illt040.0
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of research on language acquisition: Second language acquisition*. (Volume 2., pp. 413- 468). San Diego, CA: Academic Press.
- Ní Chiaráin, N. (2014). *Text-to-Speech Synthesis in Computer-Assisted Language Learning for Irish: Development and Evaluation*. (Doctoral thesis, CLCS, Trinity College, Dublin).
- Ní Chiaráin, N., & Ní Chasaide, A. (2015). Evaluating Synthetic Speech in an Irish CALL Application: Influences of predisposition and of the holistic environment. In S. Steidl, A. Batliner, & O. Jokisch (Eds.), *SLaTE 2015: 6th Workshop on Speech and Language Technologies in Education* (pp. 149-154). Leipzig, Germany

## ***Assessment***

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### **METHOD**

Students are assessed on the basis of their performance in

- six assignments related to four core and two optional modules of the course (10 credits each, total 60 credits)
- a dissertation (30 credits)

All modules and the dissertation are weighted according to their ECTS credit value. The pass mark of 40% applies to all module assignments; the dissertation is graded on a pass/distinction/fail basis. To qualify for the award of the M.Phil. degree, students must (i) obtain an average of at least 40% over all taught modules, (ii) obtain a pass grade in the dissertation, and (iii) either pass modules amounting to 60 credits, or pass modules amounting to at least 50 credits where there is a mark of not less than 30% in the failed module. As provided for by College regulations, a student who receives a fail mark may be allowed to resubmit an assignment if there are mitigating circumstances; *the student should consult the course coordinator in the first instance, as soon as possible after receipt of the grade in question.*

### **PROGRESSION TO DISSERTATION**

The court of examiners may debar students from writing and submitting a dissertation (i) if they fail to submit a detailed plan and work schedule for their dissertation by 9 May (in their first year if they are taking their course part-time), or (ii) if they fail to achieve at least a II.2 grade in each of their assignments. Provided that they satisfy the examiners in respect of their course work, such students may be awarded a Postgraduate Diploma in English Language Teaching (see above).

### **M. PHIL. WITH DISTINCTION**

Students may be awarded the M.Phil. with Distinction if they (i) pass all modules; (ii) achieve a Distinction in the dissertation; (iii) achieve at least 68% in the unrounded overall average mark for the taught modules; and (iv) achieve at least 70% in each of three course modules.

### **AWARD OF DIPLOMA**

Students may decide for personal reasons not to write a dissertation, or they may be debarred from doing so by the court of examiners (see above). Provided that they satisfy the examiners in respect of their course work, such students will be awarded a Postgraduate

Diploma in English Language Teaching. The Postgraduate Diploma with Distinction may be awarded to candidates who (i) have passed all modules, (ii) have an overall average mark of 68% or above and (iii) have a mark of at least 70% for each of three course modules.

## ***Academic standards in student work***

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### **RESEARCH ETHICS**

Students are given guidelines with regard to research ethics. Students doing individual research, e.g. for the dissertation, must ensure that they have complied with School regulations on obtaining ethical approval for this research. Where approval from the School's Research Ethics Committee is required, students are responsible for ensuring that they obtain it in a timely manner. Further information is available at <http://www.tcd.ie/slscs/research/ethics/>.

### **ATTRIBUTION AND PLAGIARISM**

All quotations from published and unpublished sources *must* begin and end with quotation marks and be accompanied by a full reference (see below). ***The following practices are unacceptable and will be treated as plagiarism:***

- copying without acknowledgement;
- selective copying (which omits words, phrases or sentences from the original) without acknowledgement;
- close summary without acknowledgement.

No student found guilty of plagiarism will be (i) awarded a degree or diploma or (ii) supported in applications for admission to other courses of study either at Trinity College or elsewhere.

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at <http://tcd-ie.libguides.com/plagiarism>

We ask you to take the following steps:

- (i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <http://tcd-ie.libguides.com/plagiarism> . You should also familiarize yourself with the 2015-16 Calendar entry on plagiarism located on this website and the sanctions which are applied;

(ii) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>. **Completing the tutorial is compulsory for all students.**

(iii) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at <http://tcd-ie.libguides.com/plagiarism/declaration>

(iv) Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

**Plagiarism is a serious disciplinary offence: see also the College regulations on plagiarism printed at the end of this handbook. Please note that all instances of Plagiarism will be recorded as part of your Student Academic History.**

## REFERENCES

Students should ensure that they follow good academic practice in the presentation of essays and other written work. In assignments and dissertations references should be given in the main body of the text, giving the author and year of publication of the material being cited. Specific page references must be given for quotations. Using the 'author/date' system yields references such as:

Bialystok (2001) [for reference to a work as a whole]

Coleman (2002, p. 115) [for reference to one page in a work]

Tonhauser (2007, pp. 838-841) [for reference to several pages]

A complete alphabetical list of references must be included at the end of each piece of work. Each type of work cited (book, article in a book, article in a journal, etc.) has a particular format which should be followed carefully. Detailed information on references, essay format, and the use of linguistic examples is given to students during orientation week: the following forms should be remembered as a guide to the most-commonly used published sources.

Bialystok, Ellen. 2001. *Bilingualism in Development: Language, Literacy, and Cognition*. Cambridge: Cambridge University Press.

Coleman, J. 2002. Phonetic representations in the mental lexicon, in J. Duran and B. Laks (eds.), *Phonetics, Phonology, and Cognition*, pp. 96-130. Oxford: Oxford University Press.

Tonhauser, Judith. 2007. Nominal tense? The meaning of Guaraní nominal temporal markers. *Language* 83: 831-869.

## **Assignments**

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### **PRESENTATION**

**Language.** The discursive component of assignments must be written in English. Illustrative materials and examples may be in any appropriate language.

**Length.** The discursive component of assignments, including quotations from secondary sources, must not exceed 4,000 words. Word limits for smaller pieces of assessment may be set by individual lecturers. *Students are required to note the word count on the front of each assignment. They will be penalized for exceeding the stated word limit.*

**Printing requirements.** Assignments should be word-processed and printed *on one side of the paper only*, using double or 1.5 spacing, with a margin of at least one inch (2.5 cm) at the top, bottom, left, and right of the page. *Examiners will pay particular attention to the presentation of assignments, and candidates whose work is deficient in this regard will be penalized.*

**Title page.** Each assignment must begin with a title page that contains the following information (in this order): the full name of its author; the student number of the author; the title of the assignment or the task that it fulfils; the degree for which it is submitted (M.Phil. in English Language Teaching); the part of the course to which it is attached (where applicable); the term and year in which it is submitted.

**Pagination.** All pages must be clearly and sequentially numbered.

**Binding.** Assignments need not be bound in any formal sense, but all pages must be firmly fixed together, e.g. by a strong staple.

**References.** Every assignment must include an alphabetical list of references, presented according to the conventions set out above.

**Doubtful cases.** Candidates who are uncertain how to apply the above conventions to any of their assignments should consult with the member(s) of staff responsible for the part(s) of the course in question.

### **SUBMISSION**

Assignments must be handed in at Room 4091, Arts Building. Michaelmas term assignments are due on Tuesday, 17 January 2017 by 3pm in Room 4091, and Hilary term assignments are due on Tuesday, 1 May 2017 by 3pm in Room 4091.

Students may request an extension of up to one week only on the grounds of medical need or other extraordinary circumstances. Any

such request must be made to the course coordinator prior to the assignment deadline, with a copy of the request supplied to the relevant lecturer. Extensions on medical grounds are given in accordance with general College regulations and must include medical certificates as appropriate.

A request for an extension of more than one week can only be approved by a CLCS committee established to review cases that require extraordinary consideration. A student requesting an extension of more than one week should consult with the course coordinator in the first instance. The committee will only consider requests for a maximum extension of two weeks; any such request must be supported by adequate documentation.

Unless granted an extension in advance of the submission deadline, students will automatically be penalized for late submission of an assignment: 5 marks if the assignment is less than eight days late and 10 marks if the assignment is between eight and 14 days late.

Under no circumstances will an assignment be accepted later than two weeks after the submission date. Students who are not able to submit assignments within two weeks of the deadline will normally be expected to go 'off books' and to continue their studies at a later date in keeping with College regulations.

## **GRADES**

Feedback is given on a standard form, using the following headings:

- Content
- Coherence of argument
- Technical Accuracy (where applicable)
- Use made of relevant literature
- Independence of thought
- Presentation
- Overall comment

Although the final degree result is not classified, assignments are graded according to the scale in general use in the university:

I	70+
II.1	60-69
II.2	50-59
III	40-49
F	0-39

In general the four classes are to be interpreted as follows:

- I Demonstrates a full understanding of key issues, an ability to construct a detailed argument on the basis of that understanding, and a capacity for developing innovative lines of thought.
- II.1 Demonstrates a full understanding of key issues and an ability not only to construct a detailed argument on the basis of that understanding, but to generate additional insights.
- II.2 Demonstrates an adequate understanding of key issues and an ability to construct an argument on the basis of that understanding.
- III Demonstrates a basic understanding of key issues and an ability to construct a basic argument.

*Students should note that grades received as part of student feedback are provisional; final grades reflect the evaluations of the external examiners as well as the internal examiners and are decided at the Court of Examiners meeting in mid-June. Students are notified of their final module results after the meeting of the Court of Examiners.*

## ***Dissertations***

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As well as following the programme of study summarized above and described in detail on pp. 10-34, students write a dissertation of not more than 15,000 words in one of the areas of research described on pp. 8-9.

Students select the general area in which they will write their dissertation by the end of Week 5 in Hilary term (in their first year if they are taking their course part-time). They may begin to receive supervision later in Hilary term (in their first year if they are taking their course part-time), and are expected to have drawn up a detailed plan and work schedule for their dissertation by the 9<sup>th</sup> of May (in their first year if they are taking their course part-time).

The court of examiners may debar students from writing and submitting a dissertation (i) if they fail to submit a detailed plan and work schedule for their dissertation by 8 May (in their first year if they are taking their course part-time), or (ii) if they fail to achieve at least a II.2 grade in each of their assignments. See p. 35 above.

The final date for submission of dissertations is 31 August of the year in which the course is completed.

Students whose dissertation receives a fail mark may be entitled to a *viva voce* examination on the dissertation in keeping with applicable



College regulations; the course coordinator should be consulted in the first instance. Students whose dissertation fails to satisfy the examiners may, on the recommendation of the court of examiners and on payment of the prescribed fee, be allowed to register for a further year and revise and resubmit their dissertation.

## **PRESENTATION**

**Language.** The discursive component of dissertations must be written in English. Illustrative materials and examples may be in any appropriate language.

**Length.** The discursive component of dissertations must not exceed 15,000 words. Students are required to attach to their dissertation a note of the total word count. They will be penalized for exceeding the word limit.

**Printing requirements.** Dissertations must be word-processed and printed as follows: A4 format, *on one side of the paper only*, with double or 1.5 spacing and margins of at least one inch (2.5 cm) at the top, bottom, left, and right of the page.

**Title page.** Every dissertation must begin with a title page that contains the following information (in this order): the title; the full name of its author; the degree for which it is submitted (M.Phil. in English Language Teaching); the year in which it is submitted.

**Declaration.** Immediately following the title page, every dissertation must contain the following declaration, signed and dated:

### Declaration

I declare that this dissertation has not been submitted as an exercise for a degree at this or any other university and that it is entirely my own work.

I agree that the Library may lend or copy this dissertation on request.

Signed:

Date:

**Abstract.** Immediately following the declaration, every dissertation must contain an abstract which summarizes the methods used and the conclusions reached. The abstract must be headed with the title of the dissertation and the author's full name (in that order), and must not exceed one page of single-spaced typescript.

**Table of contents.** Immediately following the abstract, every dissertation must contain a table of contents listing the main divisions (parts, chapters, sections, sub-sections, etc., as appropriate) and the pages on which they begin.

**Binding.** Every dissertation must be securely bound in dark blue cloth. The spine must bear the candidate's name in full, the degree

for which the dissertation is submitted (M.Phil. in English Language Teaching), and the year. The front cover must bear the candidate's full name and the title of the dissertation (or an abbreviated title approved by the supervisor).

**Pagination.** All pages must be clearly and sequentially numbered.

**References.** Every dissertation must include a full alphabetical list of references, presented according to the conventions set out above.

**Doubtful cases.** Candidates who are uncertain how to apply the above conventions to their dissertation should consult with their supervisor.

## **SUBMISSION**

Dissertations must be submitted in two copies, neither of which will be returned to the candidate, at Room 4091, Arts Building, not later than 31 August in the year in which the course is completed. Students may also be asked to submit their dissertation online; details will be communicated after Hilary term. On submitting the dissertation, students will also be required to fill out an end-of-course survey. Extensions require the approval of the Dean of Graduate Studies and entail the payment of additional fees.

## *College regulations on plagiarism*

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### CALENDAR STATEMENT ON PLAGIARISM - PART III, 1.32

#### 1. General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

#### 2. Examples of Plagiarism

Plagiarism can arise from actions such as:

- (a) copying another student's work;
- (b) enlisting another person or persons to complete an assignment on the student's behalf;
- (c) procuring, whether with payment or otherwise, the work or ideas of another;
- (d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;

(e) paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

(i) fail to distinguish between their own ideas and those of others;

(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;

(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;

(iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

### 3. Plagiarism in the context of group work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism.

When work is submitted as the result of a Group Project, it is the responsibility of all students in the Group to ensure, so far as is possible, that no work submitted by the group is plagiarised.

### 4. Self-Plagiarism

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

### 5. Avoiding Plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All

schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available at <http://tcd-ie.libguides.com/plagiarism>.

6. If plagiarism as referred to in paragraph (1) above is suspected, the Director of Teaching and Learning (Postgraduate) will arrange an informal meeting with the student, the student's Supervisor and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students' Union representative or PG advisor to accompany them to the meeting.

7. If the Director of Teaching and Learning (Postgraduate) forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties noted above must be in agreement. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures set out in Section 5 (Other General Regulations).

8. If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Postgraduate) will recommend one of the following penalties:

(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

9. Provided that the appropriate procedure has been followed and all parties in (6) above are in agreement with the proposed penalty, the Director of Teaching and Learning (Postgraduate) should in the case of a Level 1 offence, inform the Course Director and, where appropriate, the Course Office. In the case of a Level 2 or Level 3 offence, the Dean of Graduate Studies must be notified and requested to approve the recommended penalty. The Dean of Graduate Studies will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

10. If the case cannot normally be dealt with under summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

## Postgraduate Advisory Service

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The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience.

### **Who?**

The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and guidance regardless of what stage of your Postgrad you're at. In addition each Faculty has three members of Academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgrad Support Officer for extra assistance if needed.

Contact details of the Postgrad Support Officer and the Advisory Panel are available at [http://www.tcd.ie/Senior\\_Tutor/postgraduate/](http://www.tcd.ie/Senior_Tutor/postgraduate/)

### **Where?**

The PAS is located on the second floor of House 27. They are open from 8.30 - 4.30, Monday to Friday. Appointments are available from 9am to 4pm; Phone: 8961417; Email: [pgsupp@tcd.ie](mailto:pgsupp@tcd.ie)

**What?**

The PAS exists to ensure that all Postgrad students have a contact point who they can turn to for support and information on college services and academic issues arising. Representation assistance to Postgrad students is offered in the area of discipline and/ or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgrad student life and many others. If in doubt, get in touch! All queries will be treated with confidentiality. For more information on what we offer see PAS website.